

**AEAS-16: Doctrine: Institution manages and develops Army doctrine.**

**Briefer:** Chris Rader (for Lawrence Washington)

**Organization:** CAC-CADD

## **Sustain**

- Compliance with TRADOC / CAC Doctrine 2015 Guidance
- Resourcing doctrine staff at 100% of TDA
- Electronic notification to the force of newly published MSCoE doctrine 
- Staffing of draft doctrine Army-wide to build consensus
- Utilization of transient career course students to support doctrine development

**Improve** - None

**HHI** - None

## **AEAS-17: Staff and Faculty: The institution has the faculty and staff needed for effective, high-quality programs.**

**Briefer:** Chris Rader (for Kevin Campbell)

**Organization:** CAC QAO

### **Sustain**

- 1<sup>st</sup> EN BDE Staff and Faculty Professional Development Programs (EN)
- Staff and Faculty Recruiting, Selection and Assignment (MP)
- Staff and Faculty Two Day  Orientation Program (MP)
  - Staff and faculty demonstrate competencies, attributes in FM 6-22, have requisite authority to ensure curriculum is relevant, focus on ensuring students are competent and capable when leaving here to be successful in their assignments

**Improve** - None

**HHI** - None

**AEAS-18: Educational Programs: The institution demonstrated responsibility for the quality of its educational programs and learning environments. It evaluates their effectiveness for student learning through processes designed to promote continuous improvement.**

**Briefer:** Chris Rader (for Kevin Campbell)

**Organization:** CAC QAO

**Sustain**

- PCC synchronization and integration – synergies (MSCoE)
- BTSB PCC efforts in analysis, design, development, implementation and evaluation, keeps course relevant to variety of stakeholders (MSCoE)
- Shared training, formal and informal between cohorts – PCC, C3, BOLC, WOES and NCOES (ALL)
- Focus on providing doctrinal foundation (CBRN, EN, MP)

**Improve** - None

**HHI** - None

# **AEAS-19: AC/RC Equivalency: Institution develops and distributes equivalent individual education and training to active Army and Reserve component Soldiers.**

**Briefer:** Chris Rader (for John Harrington)

**Organization:** CAC QAO

## **Sustain**

- Efforts to integrate RC personnel/RC SMEs throughout the ADDIE process (MP, EN, CBRN)
- Some use the same instructors to teach RC and AA resident lessons (MP, EN, CBRN, NCOA)
- RC Soldiers training with AA Soldiers in many courses (MP, EN, CBRN)
- Use of many of the same lesson plans  and student assessment tools. In general, RC and AA Soldiers held to same task standards (MP, EN, CBRN)
- Leveraging Black Board and SharePoint to distribute courseware to active and reserve institutions/instructors (MP, EN, CBRN)
- Efforts to update outdated priority POIs (MP, EN, CBRN)

**Improve** - Fill vacant ARNG/USAR training-related positions (MP, EN, CBRN)

**HHI** - None

## Recommendations:

- If at all possible, use the exact same course material for both AA and RC courses. This may reduce your TD workload (MP, EN, CBRN)
- Make the same CM and TDers responsible for both AA and RC version of courses. Work changes to AA and RC versions of courses simultaneously. (Some are being done now) (MP, EN, CBRN)

**AEAS-20: Leader Development: Institution's climate, culture, and curriculum foster development of leaders of character and presence; with intellect; who lead, develop, and achieve.**

**Briefer:** Chris Rader (for Mark Crowson)

**Organization:** CAC-CAL

## **Sustain**

- Climate of mission command fosters agility (ALL)
- Culture of stewardship draws talented leaders to the faculty (MP)
- Opportunities for leader interactions – formal and informal (ALL) 
- Emphasis on developmental opportunities for permanent party (ALL)
- Selection processes for BOLC “SGLs” (MP, CBRN)

**Improve** - Student-to-instructor ratio in EN BOLC makes meaningful coaching and counseling almost impossible

**HHI** - None

**AEAS-21: Lessons Learned: Institution understands and trains the lessons learned (L2) concepts as outlined in AR 11-33, and integrates collected and analyzed observations, insights, and lessons (OIL) into education and training.**

**Briefer:** Chris Rader (for John Harrington)

**Organization:** CAC QAO

- Extremely active Lessons Learned Program IAW AR 11-33, Army Lessons Learned Program (MSCoE)
- An excellent LL SOP (although in draft) that clarifies roles, responsibilities and procedures (MSCoE)
- Collection – includes FY13 MSCoE Collection Plan, R-CAATs, surveys, EoCC, EoMC, AARs, email and phone conversations (ALL)
- Analysis - Schools and Center work together on analysis data, identify trends and reports to higher HQs (ALL)
- Dissemination - present trend briefings and reports to higher HQs. Student and instructor experiences. Publishes products ICW CALL (MSCoE)
- Respond - responds to requests for information internal and external. Participates in the CALLs issue resolution process & Army OEF Forums (ALL)

**Improve** - Finalize draft LL SOP (MSCoE)

**HHI** - None

## **AEAS-22: ADDIE - Analysis: Institution conducts analysis to determine training and education requirements.**

**Briefer:** Chris Rader (for John Harrington)

**Organization:** CAC QAO

### **Sustain**

- Quality of people involved in TD work (ALL)
- Overall efforts for course analyses/reviews and needs assessments (MP, EN, CBRN)
- Efforts to garner input from key stakeholders (MP, EN, CBRN)
- Current/up-to-date critical task selection boards (CTSSBs) (MP, EN, CBRN)
- ALM impact analysis/ideas for applications/lesson redesigns (MP, EN, CBRN)
- Prioritizing work given personnel shortfalls and competing requirements (MP, EN, CBRN)
- Quality of new, updated/completed task analysis (e.g., 12C10, MP School)

**Improve** - Critical tasks and/or topics analysis. Continue to get it done/approved in TDC (IAW your course priorities) (MP, EN, CBRN)

**HHI** - Current TD manning negatively impacts this standard; requirements exceed assigned resources (MP, EN, CBRN)

**AEAS-23: ADDIE - Design: Institution designs individual training and education that includes individual training strategies and design of training programs, courses, and products.**

**Briefer:** Chris Rader (for John Harrington)

**Organization:** CAC QAO

## **Sustain**

- Efforts to train the S&F on ALM (MP, EN, CBRN, NCOA)
- Application of the ALM and adult learning techniques/designs in new lessons (MP, EN, CBRN)
- Hands-on/performance/student-focused course and lesson designs (MP, EN, CBRN)
- Overall focus on student performance assessments (e.g., use of rubrics, performance guides, tests items, etc.) (MP, EN, CBRN)
- Efforts to design courses for professional certification (MP, EN, CBRN)
- Processes to capture needed changes (MP, EN, CBRN)
- Instructor involvement in designing lesson plans and assessment tools (MP, EN, CBRN)
- Overall quality of new/updated WO education programs (MP, EN, CBRN)

**Improve** - In next update of ITPs, describe and estimate \$\$\$ costs of all resources (to include ALM-related changes) for each individual course (MP, EN, CBRN)

# **AEAS-24: ADDIE - Development: Institution converts course design into the training products and materials required to implement the course.**

**Briefer:** Chris Rader (for John Harrington)

**Organization:** CAC QAO

## **Sustain**

- Professional development opportunities and organizational support to TD'ers' professional development (ALL)
- Teamwork to update material (ALL)
- Overall quality of many products (Lesson Plans, CMPs, ISAPs) (MP, EN, CBRN)
- Efforts to get courses professionally accredited/certified (MP, EN, CBRN)
- Instructor involvement in developing and updating lesson plans (MP, EN, CBRN)

## **Improve**

- POIs. Need to be updated in the "system." Need to capture all the resources associated with all the training/education. Need to reflect new/current CTSSBs (MP, EN, CBRN)
- Update or finish developing incomplete lesson plans. Ensure they are entered (complete) and "approved" in TDC (MP, EN, CBRN)

**HHI** - Current TD Manning negatively impacts this standard; requirements exceed assigned resources (MP, EN, CBRN)

Recommendation: Consider using automated system (TDC??) to staff lesson plans/products with external agencies (Safety/Environmental/Foreign Disclosure Office). Currently manually staffing products (MP, EN, CBRN)

## **AEAS-25: Unit Training Products: Proponent institution designs and develops efficient, effective, and relevant unit training products.**

**Briefer:** Chris Rader (for John Dillman)

**Organization:** CAC-CTD

### **Sustain**

- Collective Training Development process that is in place to ensure its effective, efficient and consistent with AR 350-1, TR 350-70 and TP 350-70-1 (CBRN, EN, MP)
- Procedures that are in place to approve and sustain Unit Combined Arms Training Strategies (CATS) for delivery to the operating forces (CBRN, EN, MP) 
- Coordination and process to maintain standardized METLs to support training readiness (CBRN, EN, MP)
- CATS briefing provided by CBRN to the leader development courses

### **Improve** - None

### **HHI** - None

# **AEAS-26: Distributed Learning Development: DL products are developed, delivered, and maintained IAW TRADOC and Army policies and regulations.**

**Briefer:** Chris Rader (for James Ford)

**Organization:** CAC-TCM-TADLP

## **Sustain**

- Well-coordinated and well-managed decentralized distributed learning (DL) effort and team concept in developing and maintaining DL programs across three proponent schools (CBRN, EN and MP), with G3 center-level oversight
- Center-level DL POC functional role as a major conduit for information exchange and data calls to proponent schools regarding DL requirements, technology integration, nominations, Army Learning Model initiatives, special projects, etc.
- MSCoE DL development synergy  through ALM Working Group and the DL Integrated Process Team (IPT)
- Lifelong Learning Center's capability to provide integrated technical support and assistance to proponent schools, specifically in the areas of courseware development/delivery, DL courseware maintenance and Apps development

## **Improve**

- Fostering of macro-level implementation and integration of DL as a part of the overall institutional training strategy versus DL training development just being a separate entity
- Cross-sharing of DL knowledge, lessons-learned and experience(s) among proponent school DL developers (Take advantages of opportunities to grow the organization through sharing experiences with the local DL community)
- Focusing more on the instructional design and creative processes of developing ALM-compliant instructional strategies and materials

**AEAS-27: Staff Development: Institution has a program(s) and process(es) in place to develop its assigned personnel (those on TDA and contractors as appropriate).**

**Briefer:** Tom Daley

**Organization:** CAC-ATSC-SFD

## **Sustain**

- Use of technology supporting the training and education processes (MSCoE, NCOA)
- Comprehensive instructor screening process (MP, NCOA)
- ALM awareness and implementation (ALL)

**Improve** - Distribution of instructor/writer positions throughout the CoE

**HHI** - None

**AEAS-28: Training Support: Institution forecasts, requests, provides, uses, and manages resources to support effective and efficient training and education.**

**Briefer:** Chris Rader (for Kevin Campbell)

**Organization:** CAC QAO

## **Sustain**

- Efforts to continue to improve internet connectivity for students, staff and faculty (MSCoE)
- Integration of notebooks to assist in student instruction - reference materials, student texts, etc. (ALL)

**Improve** - None

**HHI** - None